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ABSTRACT

The job placement manual of Forest Park Senior High School, Forest Park, Georgia, assists in producing a more effective program by providing specific job placement procedures for the high school. The 1,900 student high school, located in a suburban area south of Atlanta, had 522 graduates in 1974 (42 percent--college-bound, 10 percent--technical school, 35 percent--employment, and 13 percent--other plans). The manual provides information regarding: the job placement advisory committee; management plan (staff roles and responsibilities); surveying student needs; publicity; assessing placement opportunities; Preparing students for finding, entering, and maintaining employment; placement procedures; job adjustment; records; related agencies; staff development; and calendars. Appendixes contain copies of various sheets related to job placement. (EA)

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JOB PLACEMENT MANUAL

FOREST PARK SENIOR HIGH SCHOOL

FOREST PARK, GEORGIA

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Prepared by
Mr. Wayne Simpson
Vocational Counselor and
Job Placement Coordinator

October, 1974

CLAYTON COUNTY SCHOOL SYSTEM

Mr. Ernest Stroud, Superintendent

Mr. Emmett Lee, Assistant Superintendent for Instruction

Dr. J. H. Broughton, Coordinator of Vocational Education

FOREST PARK SENIOR HIGH SCHOOL
JOB PLACEMENT TEAM

Ronald Hibbs, Vocational Supervisor

Wayne Simpson, Vocational Counselor and
Job Placement Coordinator

Barbara Black, VOT Coordinator

Dorothy Holmes, Vocational Education Awareness Program

Max Lowe, Distributive Education Coordinator

Mildred Miller, Health Careers Training Coordinator

Tommy Snider, DCT Coordinator

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PREFACE

Clayton County School System

Clayton County School System serves a suburban county southeast of Atlanta, Georgia. Clayton County is part of metropolitan Atlanta. The school system is organized on a 6-3-3 system. There are four high schools, 8 junior high schools, and 22 elementary schools as of July, 1974. Of the four high schools vocational facilities exist in one, are under construction at one, are approved for the third and are planned for the fourth.

The system is growing in students at the rate of 10% per year. In 1973-74 there were 31,500 students.

Two high schools have Job Placement Programs. The programs operate separately although the coordinators work closely together by telephone.

The Board of Education in an official meeting approved the Job Placement Program and its funding.

Forest Park Senior High School

Forest Park Senior High School is located in a surburban area south of Atlanta. It will have approximately 1,900 students in 1974. Five hundred twenty-two students graduated in 1974. Of the graduates 42 percent planned to attend college. 10 percent planned to attend technical school, 35 percent planned to enter employment, and 13 percent had other plans.

It is a comprehensive high school with new vocational facilities. Vocational and career exploration programs currently serving students include Business Education, Distributive Education(DE), Diversified Cooperative Training (DCT), Health Career Cooperative Education (HCCE), Home Economics, Industrial Arts, Job Placement, and Vocational Office Training (VOT).

Need for this Manual

This manual will keep a coordinator and team member from floundering. It will keep objectives clearly focused. Time wasted in "getting organized" is eliminated. Time invested in developing the manual is well justified. It produces a more effective program.

This manual will be developed and revised annually by the Job Placement Team. Work on the manual serves as a basis for program planning. It aids in clarifying purposes and procedures.

In time, personnel working with the program will change. New team members will find the manual a good beginning point.

It also serves as a consistent basis for explaining the program to school personnel, parents, students, employers, and other persons in the community. Placement team members, school administrators, and others have a specific point of reference.

The manual is also needed because changes in procedures must be made to fit changing conditions. Changing the manual is a way of clearly communicating changes in the program. Discussing changes needed in the manual gives a focus for periodically reexamining purposes and evaluating procedures.

Most of all, the manual gives specific procedures for Forest Park Senior High School. General guidelines that are given in books and articles on placement are helpful, but adaptation and the implementation of specific plans and ideas are needed.

The yearly calendar of activities allows team members to quickly determine what needs to be done weekly. The calendar along with specific plans and procedures assures an effective program with minimum effort.

Appendices provide reference material frequently needed by team members.

ADVISORY COMMITTEE

The Advisory Committee will be a joint committee for Job Placement, DE, VOT, DCT, HCCE, Trade and Industrial Programs. The general committee will consist of approximately 25 members. Each of these members will serve on a sub-committee for one of the areas listed above .. 4 to 5 members for Job Placement, 4 to 5 members for DE, 4 to 5 members for VOT, 4 to 5 members for DCT, and the remainder of the Trade and Industrial Programs.

Recommendations for the Advisory Committee will be made by the T & I instructors, coordinators of the cooperative education programs, the Job Placement Coordinator, the Vocational Supervisor, the local Director of Vocational Education, and the Principal. Selecting members in this way will assure that there are knowledgeable people on each subcommittee. Each subcommittee will contain members who understand the particular business for which each program is training students.

Organizing the Advisory Committee in this way will allow maximum effort in a minimum of time and will prevent overlapping of committee members. Each subcommittee can meet at the same time to discuss its business and then report to the general Advisory Committee. Consequently, everyone will know what is happening in each area and will be a part of the discussion on topics which concern every member. This

procedure will allow a valuable exchange of information to take place in one meeting instead of five or six different meetings.

Each person who is recommended will receive a letter from the superintendent inviting him to serve on the committee. Following the Superintendent's letter the Vocational Supervisor will write each person, explaining the activities of the Advisory Committee. A personal contact will be made by the vocational supervisor to each person who states his desire to serve on the Advisory committee.

The committee will advise the Vocational Supervisor, the staff of the various programs, and the administrators regarding

1. types of employees they are seeking,
2. availability of openings in various fields,
3. long-range projections in occupational areas,
4. ways in which all teachers can include career in the curriculum,
5. adequacy and appropriateness of facilities and equipment,
6. development of good public relations, and
7. criteria for the evaluation of programs.

MANAGEMENT PLAN

Staff Organization for 1974-75

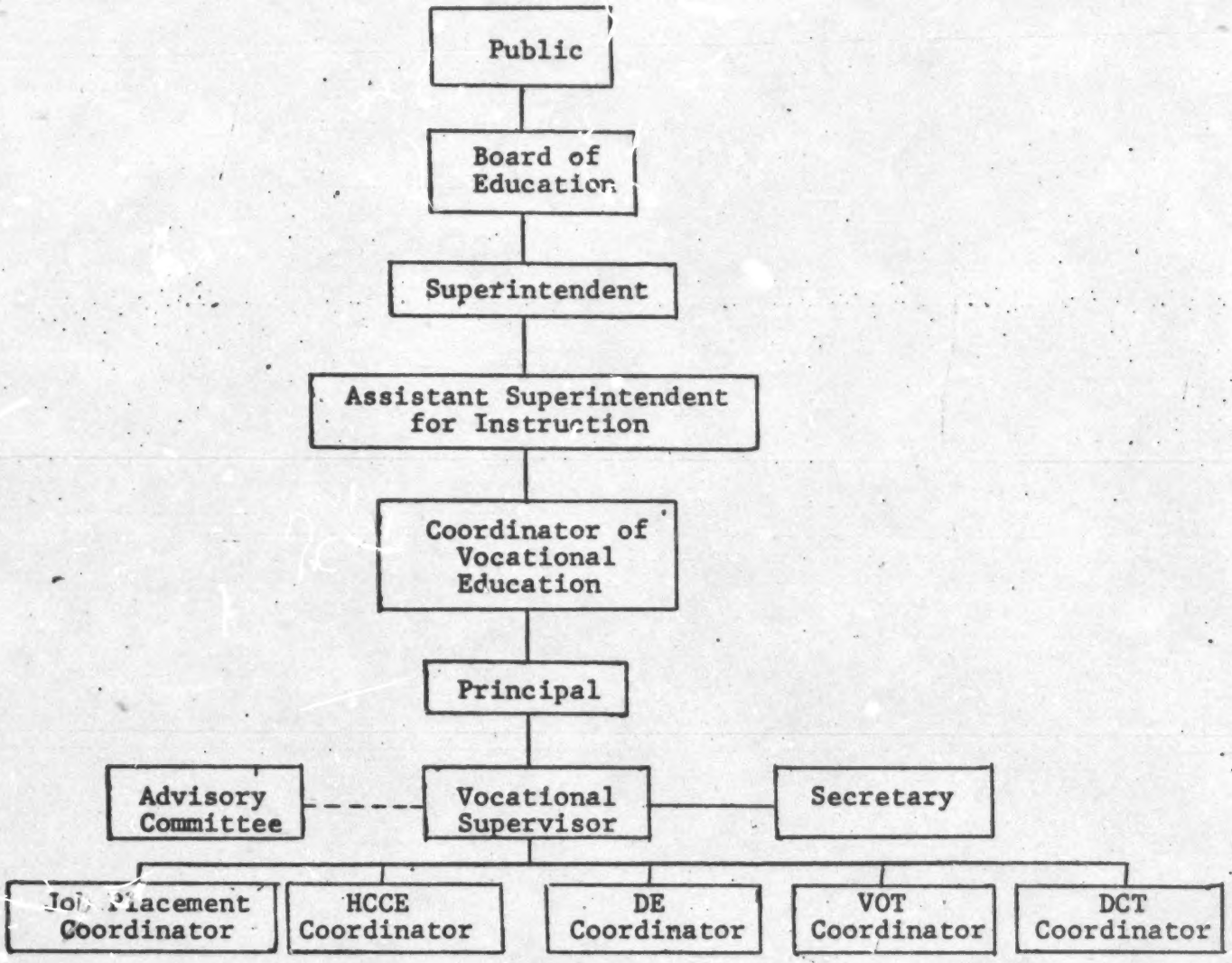
The working relationships of the Job Placement Team Members with one another and with the school system administration for the 1974-75 school year are depicted in Figure I on the following page.

The program began on a small scale in order to perfect basic procedures. Changes in the organization will be made as the program develops in order to serve more students. Details on developmental phases leading to serving all students are given in the section entitled "Surveying Student Needs and Interests."

FIGURE I

STAFF ORGANIZATION FOR JOB PLACEMENT

FOR 1974-75 SCHOOL YEAR



The Job Placement Team for 1974-75 consists of the vocational Counselor who serves as Job Placement Coordinator, the DCT Coordinator, the DE Coordinator, HCCE Coordinator, and the VOT Coordinator. DCT, DE, HCCE, and VOT are cooperative education programs that place students on jobs part time. These coordinators have experience with job placement and know the community.

The Vocational Counselor has been working very closely with team members and business men.

All five team members are under the supervision of the Vocational Supervisor. Other relationships should be clear from Figure I. As regards to vocational programs, only the school principal is under the supervision of the Coordinator of Vocational Education.

Staff Responsibilities for 1974-75

The school Job Placement Coordinator has the following responsibilities:

1. Conferring with Vocational Supervisor, Principal, and Coordinator of Vocational Education.

   A. Decide on methods and personnel to involve in program.

   B. Discuss progress reports.

   C. Discuss budget for year.

   D. Discuss long-term as well as short-term objectives.

   E. Discuss proposed Job Placement Manual.

2. Staff orientation

   A. Have introductory conference with all team members to discuss total program.

   B. Have team conference to determine how program can best serve each cooperative program.

   C. Meet individually with team members to discuss objectives.

3. Job Placement Advisory Committee

   Work with Vocational Supervisor to form a joint Vocational and Job Placement Advisory Committee.

4. Job Placement Program Development

   A. Determine functions and role of Job Placement Coordinator.

   B. Prepare proposed Job Placement Manual.

C. Prepare methods and materials for surveying student needs.

D. Prepare methods and materials for surveying employment possibilties and for keeping files current.

E. Develop methods for informing parents about student placements.

F. Develop a method for following-up student placements and assisting with job adjustment.

G. Set up record system

H. Plan method for evaluating program.

I. Develop plans for publicity.

J. Assist a teacher to develop a course that prepares students for placement and job adjustment.

K. Develop placement procedures.

L. Confer with Vocational Supervision and Principal regarding each developmental activity.

5. Public Relations

A. Make self available for Civic Club presentations, etc.

B. Explain program to school faculty, PTA Groups, and students.

C. Make program available to newspaper, radio and T. V.

D. Follow-through on periodic publicity to community and schools.

6. Continous coordination and follow-up.

A. Keep a close working relationship with cooperative coordinators.

B. Complete evaluation at end of school term.

C. Plan for next school year.

D. Contact employers of placed students to check on the effectiveness of the placement and to offer assistance if problems have developed.

7. Coordinate program at Jonesboro with program at Forest Park.

The Cooperative Program Coordinators (DCT, DE, HCCE, VOT) have the following responsibilities:

A. For cooperative program

1. Survey community for needs in the businesses and the skills that are required for the jobs.

2. Follow-up the survey to secure training stations.

3. Place students, depending on their vocational objective and their skill in the proper jobs.

a. Teach interview skill

b. Teach preparation of data sheet and applications.

c. Conduct interview role-playing situations.

d. Invite guest speakers to speak on "The Interview."

4. After students are placed, make supervisory visits.

a. Conference with employers.

b. Conference with student workers.

c. Turn in daily and monthly reports of activities.

d. Provide necessary related classroom instruction.

e. Assist in the evaluation of the student-learner.

f. Do a follow-up study of cooperative program graduates.

g. Serve as advisor to the appropriate vocational youth organization.

h. Carry out other duties unique to each individual program.

5. For total job placement program.

a. Report job openings that are found to Job Placement Coordinator.

b. Notify Job Placement Coordinator of student acceptance or nonacceptance of jobs referred through the Job Placement Program.

c. Work closely with Job Placement Team members.

d. Supply information on cooperative program placements to Job Placement Coordinator for annual evaluation report.

The Vocational Supervisor has the following responsibilities.

1. Provide guidance for Job Placement Team.

2. Act as a liason between the Job Placement Team and school system administration.

3. Secure resources needed by Job Placement Team.

SURVEYING STUDENT NEEDS

A survey of student interest in getting assistance with job placement is made early in each school year. The Job Placement Coordinator visits each homeroom, explains the program, and asks students to complete a "Survey of Student Employment Status" (See Appendix H.).

In addition to identifying students who want job placement assistance, the survey identifies students who are

- *enrolled in a cooperative vocational education program.
- *already employed, or
- *who do not want job placement assistance.

The survey also serves as a basis for identifying employers who are likely to hire part-time help in that students who are already employed are asked to give employers's name and address.

Students desiring assistance in job placement who have had vocational courses are identified. This prodecure allows the coordinator to make more appropriate placement of these students.

PUBLICITY

The program will be publicized through

* Newspaper articles
* School newspaper articles
* School bulletin boards
* PTA meetings
* Civic group meetings, if requested
* Faculty meetings

ASSESSING PLACEMENT OPPORTUNITIES

The cooperative education teachers and the Job Placement Coordinator are all familiar with the area served. During late Summer they will draft a tentative list of careers available in the area.

New contacts will be made in early Fall with business in the area to explain the new Job Placement Program.

The initial contact of the Job Placement Program purpose is two fold: first, to make business aware of the placement program and its objectives and second, to find the needs of the business in the community. A list of licensed businesses will be obtained from the Clayton County Chamber of Commerce. This list will be divided into areas for survey purposes. Initial contacts to the businesses will be made by the placement team beginning in August. The coordinators will be fully briefed on the Job Placement Program before contacts are made. Each will have a visual aide, such as a flipchart, to help him with his presentation. Each will have job order sheets (see records section and appendices) with him so that employers who have job openings and wish to use the Placement service may do so. Each coordinator will be given a list of ten

businesses he is to contact. Before the coordinators visit the businesses, the coordinators will set up appointments by telephone. After each contact is made they will report the results to the Job Placement Coordinator.

New business will be moving into the community and will need to be contacted. This will be a personal contact made by the Job Placement Coordinator unless growth becomes too rapid for this to be done. In that event, the previously described method will be used.

Updating

Coordinator will periodically update the list of openings by telephoning business previously contacted in person.

PREPARING STUDENTS FOR FINDING, ENTERING AND MAINTAINING EMPLOYMENT

First Quarter

In order to prepare students for placement the Job Placement Coordinator will meet with all students expressing an interest in entering employment. The sessions will consist of 5 to 6 student meetings before school, after school, and during study halls. Sessions will include such activities as:

1. Discussions
   a. Employer expectations
   b. Relationships with other employees
   c. Appropriate dress
   d. Interviews
2. Filling out applications
3. Role playing

These activities will help students develop the following compentencies:

1. Evaluating personal characteristics realistically (skills, interests, values, etc.)
2. Investigating job requirements
3. Locating job openings
4. Writing a resume
5. Writing letters of application, if appropriate.

6. Completing application forms
7. Applying by telephone for an interview
8. Evaluating a company
9. Building confidence prior to an interview
10. Responding well in an interview
11. Evaluating a job
12. Following up on an interview
13. Learning job responsibilities and carrying them out
14. Maintaining good social relations on the job
15. Evaluating job performance
16. Investigating need for more training and education and keeping options open

Beginning Second Quarter

During the second quarter a class which will develop the same competencies will be given. It will replace the sessions conducted by the Job Placement Coordinator. This class will be open to all students in the school except cooperative program students who have this preparation in their cooperative classes.

In addition to the competencies listed above, this class will include career exploration activities.

PLACEMENT PROCEDURES

1. Employers and students are surveyed; Job Placement Coordinator periodically telephones companies to locate openings; employers call to report openings; the program is continously publicized among students.

2. Students have individual conferences with Job Placement Coordinator.

3. Students who are interested fill out resumes.

4. Students take home a Parent Permission Agreement Form for signature.

5. Students attend sessions to prepare for employment.

6. Students are referred to companies with openings; students are sent with a referral slip (See Appendix G.)

7. On the day following student referrals, the Job Placement Coordinator telephones the companies to which students were sent.

8. Based upon information given by the companies, the Job Placement Coordinator records results of the referral on the back of the student's resume filed in coordinator's office.

9. If a student is hired, a memorandum is sent to the student's parents.

JOB ADJUSTMENT

As indicated in the Management Plan section, the Job Placement Coordinator will contact students and their employers two or three weeks after placement to determine if student is succeeding on the job. If a student is having difficulty, the coordinator will assist the student and the employer in identifying the problem and will attempt to find a solution.

Quarterly contacts will be made with all placed students and their employers by telephone.

Employers and students will be encouraged to seek the assistance of the coordinator upon the first indication of problems in job adjustment.

RECORDS

The record system is outlined below by listing the record forms used. Following each form title the appendix in which a copy is shown is indicated. Below each title appear details on use, type of information contained on the form, and how it is completed.

Filing is done by the coordinator with the assistance of one aide.

1. Job Order Sheet (Appendix A)

* Use:

  This form is used (1) during the job survey to allow employers to report job openings and (2) when an employer telephones the school with a job request. A file is kept as a source of openings. When a job is filled, the form is dated and moved to a "job filled" file. A copy of this form is given to the cooperative coordinator to whom a job is referred.

* Type of information:

  Information on the company, job description and other job related information

* How completed:

  By surveyor or by coordinator

2. Resume (Appendix B)

* Use:

The resume is used to maintain a file of students interested in placement and as a record of interviews and placements. After names are recorded on "Student Placement Interests" form, resumes are filed alphebetically by student names and kept at least until a new school year begins.

* Type of Information:

Personal student information, class schedule, record of interviews and placements.

* How Completed:

- Front side by student
- Back side by coordinator

3. Student Placement Interest Form (Appendix C)

* Use:

This form is used as a cross reference to the resume file. It allows immediate reference to the group of students interested in any specific type of work. It is filed alphebetically by job title.

* Type of Information:

Type of work, student names, and placement information.

* How Completed:

By Job Placement Coordinator

4. Parent Permission Agreement (Appendix D)

* Use:

This form letter briefly explains the Job Placement Program to parents, asks permission to place student, and informs parents of their responsibility. Students are not placed unless the form is returned. A file of returned letters is maintained as a record of parental consent.

*Type of Information:

Explanation of program, request for permission to place student, parent's responsibilities, and parent signature.

* How Completed:

Coordinator completes all except parent signature and sends to parent for signature.

5. Memo to Parents (Appendix E)

* Use:

This memo informs parents of student's placement. A duplicate is kept on file in the office of the Coordinator.

*Type of Information:

Student name, information about job, and time student leaves school.

* How Completed:

By coordinator

6. Students Employed through Job Placement Program
(Appendix F)

* Use:

This record provides information for evaluation purposes. Entries are made by the Coordinator as students are placed. The forms are kept in a loose leaf notebook.

* Type of Information:

Student name, employer, date of placement, salary, and type of work

* How Completed:

By coordinator

7. Survey of Student Employment Status
(Appendix H)

* Use:

This form is used to determine student interest in job placement and to get a record of students enrolled in cooperative programs.

* Type of Information:

Student information, whether or not interested in placement, and present employment status.

* How Completed:

By students during presentation of program by coordinator.

EVALUATION

(To be completed after State Department of Education Evaluation Model is explained.)

RELATED AGENCIES

During the school year arrangements for cooperation will be made with related agencies by the Job Placement Coordinator. Outlined below are anticipated services that will be provided by Department of Labor, Vocational Rehabilitation, Mental Health Center at Clayton General Hospital, and post-secondary schools.

Labor Department

Arrangements will be made whereby the Employment Service will contact the high school when an appropriate job request is received that cannot be filled. The high school will, in turn, refer a student to the Employment Service.

Vocational Rehabilitation

Students with handicaps which make placement difficult will be referred to Vocational Rehabilitation. VR will analyze needs of students and provide services such as health improvement, mental evaluation, or training through Vocational Rehabilitation funding.

Mental Health Center at Clayton General Hospital

Students who need the counseling services of a mental health facility will be referred prior to placement.

Post-Secondary Schools

Students will be referred to post-secondary institutions appropriate to their career objectives so that the schools can

1. Provide information services to high school students (including drop-outs and graduates).
2. Counsel prospective students as to their desires and the school's curriculum.
3. Evaluate students who wish to apply.
4. Provide counseling during training to assure graduates are "job-ready".

STAFF DEVELOPMENT

The Job Placement Coordinator will participate in staff development activities organized by the State Department of Education or by the school system.

CALENDARS

ONE TIME ACTIVITIES	CONTINUOUS ACTIVITIES	PERIODIC ACTIVITIES
. Drafting Forms (August)	1. Placement of Students	1. Meetings with Placement Team (monthly)
. Survey of Business (August and September)	2. Interviews with Students interested in Placement	2. Meetings with Advisory Committee (Annually).
. Selection of Advisory Committee	3. Permission Letters to Parents	3. Contact News Media About Program (At Least Quarterly)
. Presentation to Faculty (August)	4. Memo of Employment to Parents of Placed Students	4. Inform Administrators of Progress and Activities of Placement Program (at least monthly)
. Presentation to Students (September)	5. Updating Files	5. Attending Staff Development Activities (as scheduled)
. Survey of Students (September)	6. Survey of New Businesses	
. Presentation to PTA	7. Contact Employers About Job Adjustment of Placed Students	
. Annual Evaluation (May)		
. Revision of Job Placement Manual (June)		

APPENDICES

Appendix A

FOREST PARK SENIOR HIGH SCHOOL

Job Placement Program

Date _____

JOB ORDER SHEET

COMPANY _____

ADDRESS _____

PERSONNEL MANAGER _____

PHONE NUMBER _____

DESCRIPTION OF JOB _____

_____

_____

_____

MINIMUM AGE LIMIT _____

SKILL (S) NEEDED, IF ANY _____

_____

NO. OF STUDENTS NEEDED _____

APPROXIMATE HOURS _____

DAYS OF THE WEEK _____

APPROXIMATE WAGES _____

DATE NEEDED _____

INTERVIEW DATE _____

Appendix B

RESUME

(front)

Date _____

Name _____ Age ___ Birthday _____ Sex ___

Address _____ Phone _____
No. Street City Zip

Social Security No. _____ Type of work desired _____

Hours you can work _____ Can you work on Sat or Sun? _____

Minimum wage you will accept _____ Do you have transportation ___

List any health limitation you may have _____

_____

Work experience you have had _____

_____

SCHEDULE

Homeroom _____

Subject	Room	Teacher	Subject	Room	Teacher
0			4.		
1.			5.		
2.			6.		
3.					

RESUME
(back)

INTERVIEWS / EMPLOYMENT

DATE	COMPANY	HIRED(?)	IF HIRED, SALARY

Appendix C

FOREST PARK SENIOR HIGH SCHOOL
Job Placement Program

Student Placement Interests

(Type of Work)

Student's Name	Date Placed	Company

Appendix D

FOREST PARK SENIOR HIGH SCHOOL

JOB PLACEMENT PROGRAM

Parent Permission Agreement

Dear _____:

Your _____, _____

has expressed a desire to participate in the school's Job Placement Program. This program is designed to provide a job for all interested students. Its aim is to match the student to the job. By this I mean that we will attempt to place the student on a job which he feels he wants to make his career after graduation. If he is not sure what his career plans are, he will have a chance to work in a field to help him decide. He will gain valuable work experience which would be valuable now and later in life. Through this program he can learn to accept responsibilities and become a good employee.

We would like the opportunity to aid _____ through the Job Placement Program. If we have your permission to place _____ on a job, please sign and return this form to me. By signing you also assume full responsibility for his transportation and safety to and from the job.

Please call me if you have and questions. My school phone number is 361-0194.

Sincerely,

Wayne Simpson
Job Placement Coordinator

_____
Parents's Signature

DATE: _____

Appendix E

FOREST PARK SENIOR HIGH SCHOOL
JOB PLACEMENT PROGRAM

MEMO TO: _____

RE: Placement on a Job for _____

FROM: Wayne Simpson, Job Placement Coordinator

Your _____, _____
has been placed on a job through the Job Placement Program.
Pertinent information about the job is as follows:

Company _____ Wages _____

Address _____ Day/Hours Worked _____

_____ _____

Will leave school at _____

If you have any questions, please contact me at Forest Park Senior High School, 361-0194

Appendix F

FOREST PARK SENIOR HIGH SCHOOL
JOB PLACEMENT PROGRAM

Students Employed Through JPP

	Student	Employed By	Date	$/hr.	Type Work
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Appendix G

FOREST PARK SENIOR HIGH SCHOOL
JOB PLACEMENT PROGRAM

Company _____ Contact _____

This is to introduce _____

who is applying for a job as _____

with your company.

Thank you,

_____ _____

Date Job Placement Coordinator

Appendix H

SURVEY OF STUDENT EMPLOYMENT STATUS

Name _____ Age_____ Homeroom_____

Present Address _____ Telephone_____
No. Street City Zip

Are you enrolled in a Co-op Program? (check one)

DCT_____ DE____ VOT____HCCE____

Do you have a job? Yes____ No_____

If yes,

Give your employer's or company's name and address

_____

If no,

Would you like help in finding one? Yes____ No____

Type of work desired _____

What vocational courses have you had? _____

_____
Student's Signature